

R E P O R T R E S U M E S

ED 016 159

AC 001 886

HUMAN RELATIONS--TRAINING AND RESEARCH, NUMBER 1. CURRENT
INFORMATION SOURCES, NUMBER 10.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

PUB DATE JAN 68

EDRS PRICE MF-\$0.25 HC-\$0.96 22P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *HUMAN RELATIONS,
*RESEARCH, *LABORATORY TRAINING, RESEARCH REVIEWS
(PUBLICATIONS), LEADERSHIP TRAINING, BEHAVIOR CHANGE,
MANAGEMENT DEVELOPMENT, TRAINING LABORATORIES, ORGANIZATIONAL
CHANGE, DECISION MAKING, MILITARY TRAINING, COMMUNITY CHANGE,
CHANGING ATTITUDES, URBAN AREAS, SELF CONCEPT, CONFLICT,

THIS ANNOTATED BIBLIOGRAPHY PRESENTS 36 CITATIONS OF THE
MORE CURRENT LITERATURE ON HUMAN RELATIONS TRAINING AND
RESEARCH, MOST OF THEM WITH ABSTRACTS. THE ABSTRACTS HAVE
BEEN GROUPED AS RESEARCH AND RESEARCH REVIEWS, MONOGRAPHS AND
REPORTS, AND JOURNAL ARTICLES. THE DOCUMENTS ARE MOSTLY DATED
1966 AND 1967. (PT)

ED016159

ERIC CLEARINGHOUSE ON ADULT EDUCATION

**HUMAN RELATIONS -- TRAINING AND RESEARCH, #1
CURRENT INFORMATION SOURCES**

January, 1968

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

**THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.**

AC001886

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

SPONSORED BY THE LIBRARY OF CONTINUING EDUCATION OF SYRACUSE UNIVERSITY AND
THE EDUCATIONAL RESOURCES INFORMATION CENTER OF THE U. S. OFFICE OF EDUCATION
MR. ROGER DECROW, DIRECTOR | MISS DIANA J. IRNSIDE, ASSOCIATE DIRECTOR

The research reported herein was performed pursuant to a contract with the Office of Education of the U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Human Relations -- Training and Research, #1: Current Information Sources represents a set of abstracts processed in recent months by the ERIC Clearinghouse on Adult Education.

These abstracts have been arranged loosely into groupings of research and research reviews, monographs and reports, and journal articles.

We hope that the usefulness of this publication will prompt more users to send us copies of their studies and other important reference information to improve our services.

January, 1968

CIS - 10

NOTE ON THE AVAILABILITY OF DOCUMENTS

Many documents with an EDRS number (e.g. ED 010 246) are obtainable from the ERIC DOCUMENT REPRODUCTION SERVICE (EDRS), The National Cash Register Company, Box 2206, Rockville, Maryland, 20852. For example, "EDRS Price MF-\$0.50 HC-\$3.52" indicates that the relevant document may be obtained from EDRS in microfiche (MF) for 50 cents, or for \$3.52 in printed out hard copy (HC).

A microfiche is a sheet of 4" x 6" film containing microimages of the pages of the document--as many as sixty pages of document per fiche--and costs just 25 cents from EDRS. (To compute the cost of microfiche announced prior to January 1, 1968, use the following scale: each multiple of 9 cents must be changed to 25 cents. For example, 9 cents becomes 25 cents, 18 cents becomes 50 cents, 27 cents becomes 75 cents, etc.) In order to read microfiche one must have access to a microfiche reader. "Hard copy" prints consist of black and white 6" x 8" pages, bound in soft covers and available at 4 cents per page.

Payment to EDRS must accompany orders totaling less than \$5. Add a special handling charge of 50 cents to orders totaling less than \$3. Add your applicable local state sales tax or submit tax exemption certificate.

Orders from EDRS must designate documents by the "ED" code number appearing at the upper left hand corner of the citation.

All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be requested from the ERIC Clearinghouse on Adult Education.

Abstracts of reports and other documents from the 18 ERIC Clearinghouses appear in Research in Education, a monthly publication of the Office of Education, U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D.C. 20402. Domestic, \$11.00 a year; Foreign, \$2.75 additional.

RESEARCH AND RESEARCH REVIEWS

AC 000 336 C COGNITIVE MODELS FOR INTERPERSONAL AND GROUP BEHAVIOR, A THEORETICAL FRAMEWORK FOR RESEARCH. (Explorations in human relations training and research, 2). Harrison, Roger. National Training Laboratories, Washington. 65 120p.

TERMS: *T groups, *human relations, *group behavior, *interpersonal competence, *behavior theories, research,

ABSTRACT: This paper presents a cognitive and perceptual approach to understanding processes of learning and change in face-to-face groups, and outlines suggestions for further research. The discussion centers on the T group.

AC 000 1247 PERSONALITY DIFFERENCES IN DISCUSSION GROUP BEHAVIOR. Harrell, Thomas W. Stanford Univ., Stanford, Calif. U.S. Office of Naval Research, Group Psychology Branch. AUG 66 41p. illus.

TERMS: *evaluation, *personality, *leadership, *executives, *discussion groups, sociometric choices, research,

ABSTRACT: An experiment explored possible personality differences between sociometric choices following small group discussions. Such differences might predict emergence of leadership behavior in initially leaderless discussion groups. Participating in assigned groups of 4 or 5 were 269 Master of Business Administration students and 65 business executives. Discussion sessions lasted a maximum of 30 minutes. Students and research assistants observed the groups and assessed specified behavior. A sociometric questionnaire was used after the session, group members ranking each other on amount of participation, guidance of discussion, best ideas, leadership, and popularity. A 6-hour battery of psychological tests was given. Statistical analysis indicated a significant relationship of personality, interest, attitude, and the amount of participation to sociometric choices. The shortness of the discussions may have decreased reliability and predictability of behavior. (ja)

SECONDARY TERMS: behavior rating scales, human relations, peer ratings, psychological tests, observer ratings, questionnaires,

AC 000 5481J ORGANIZATIONAL EFFECTS OF SUPERVISORY HUMAN RELATIONS TRAINING, AN EVALUATIVE TECHNIQUE (IN Personnel Journal, 45(3), Mar 66, pp.148-152). Baum, Bernard H. * and others. MAR 66 5p. illus.

TERMS: *supervisory training, *organizational change, *industrial training, *personal influence, *interpersonal relationship,

ABSTRACT: This study sought to measure (1) degrees of change in the distribution of influence between supervisors and clerical employees, as perceived by participants before and after a supervisory human relations program, and (2) consequences for organizational effectiveness. The instrument used for measuring influence was a questionnaire developed at the Survey Research Center, University of Michigan. Total influence for the department increased as a result of training. Clerical personnel gained influence. Supervisors viewed their own influence as constant although clericals perceived it as decreasing. Before the program, supervisors desired more influence, but afterwards they felt they had enough. Clerical employees considered their own influence appropriate both before and after. Article includes graphs and references. (1y)

SECONDARY TERMS: clerical personnel, human relations, research,

AC 000 1261D AN ANALYSIS OF HUMAN RELATIONS TRAINING AND ITS IMPLICATIONS FOR OVERSEAS PERFORMANCE. Foster, Robert J. * Danielian, Jack. George Washington Univ., Washington. HumRRO. U.S. Dept. of the Army. Office, Chief of Research and Development. AUG 66 38p. illus. fs. Bibliog, pp.33-36

TERMS: *cross cultural training, *military personnel, *role playing, *case studies (education), *T groups, foreign service,

ABSTRACT: Evidence indicates that the nature of overseas work requires an increased emphasis on the people-related functions of job performance, the importance of which is further accentuated by the contrast between American and non-American values, assumptions, and perceptions, upon which effective communications and interpersonal behavior depend. Existing knowledge and experience in human relations training are reviewed to determine relevance to preparing personnel for the cross-cultural aspects of overseas assignments. T-group training techniques, role playing, and case study are examined. Each is treated with respect to (1) a general description, (2) evidence as to its effectiveness, (3) its applications in area training, and (4) possible modifications for use in training people for overseas work. Document includes 64 references. (Author/ly)

SECONDARY TERMS: human relations, culture contact, research,

AC 000 330(I) SMALL GROUP RESEARCH, A SYNTHESIS AND CRITIQUE OF THE FIELD (Holt, New York). McGrath, Joseph E. * Altman, Irwin. 66 60lp.
illus.

TERMS: *small group research, *research reviews, *taxonomy, *research methodology, *researchers, group behavior, case

ABSTRACT: This volume summarizes an attempt to build a classification system for organizing and synthesizing small group research information, describes results of the application of that system to small group studies, and presents some impressions gained about small group research, small group researchers, and the small group research "culture." Part 1 is the case history of a research program begun in 1957 and supported by the Behavioral Sciences Division of the Air Force Office of Scientific Research. Part 2 contains a discussion of generalizations of importance, discussion of methodological problems and possibilities, and a discussion of the sociocultural setting of the field, which has impact on how research is done. Part 3 contains reference materials generated in the program -- specific research relationships tested in the sample of about 250 studies reviewed, a set of systematic annotations of those studies, and a comprehensive bibliography of research in the small group field up to 1962.

(eb)

SECONDARY TERMS: studies, annotated bibliographies,

AC 000 654 E REPORT TO SAED OF GESAED-BUHC TRAINING STUDY. Harrison, Roger *
ED 011 630 Oshry, Barry. 66 EDRS PRICE MF-\$0.09 HC-\$1.20 30p.

TERMS: *T groups, *behavior change, *management development, *evaluation, training laboratories, sensitivity training,

ABSTRACT: A research study conducted by the Small Aircraft Engine Dept. of General Electric and Boston University Human Relations Center explored the personal characteristics of 47 T group participants. Predictor measures were formed before training. At the end of each laboratory each member and the trainers rated every other member on group behavior. The relationships between predictor scores and behavior measures and the characteristics of T group contributors are described. Part II discusses changes in organizational behavior as measured by Organizational Behavior Description Surveys made of each participant by a superior, a peer, and a subordinate before and 6-8 weeks after training. Conclusions -- There were changes in participants' work behavior after training. They became more emotionally expressive and some became more open. Persons whose basic interpersonal style is open profited most from laboratory training, but training programs for basically closed people should be developed. A conceptual framework for research and brief descriptions of research instruments are included.

(aj)

SECONDARY TERMS: changing attitudes, group behavior, predictive measurement, program evaluation, interpersonal competence, organizational change, research, factor analysis, transfer of training, behavior rating scales, evaluation techniques, General Electric, OBDS,

AC 000 653 E PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH IN HUMAN RELATIONS
ED 011 369 TRAINING. (Paper presented at the Research Seminar of Veteran's
Administration Hospital, West Haven, Conn., Jan 27, 1967) (Pre-publication
draft). Harrison, Roger. National Education Assn. National Training
Laboratories, Washington, D.C. 27 JAN 67 EDRS PRICE MF-\$0.09 HC-\$1.04
26p.

TERMS: *laboratory training, *research methodology, *research reviews, *sensitivity
training, *evaluation techniques,

ABSTRACT: This review of the problems in design and interpretation of research on human
relations training, particularly that using T groups and sensitivity training, refers to
studies in the field. Problems considered are -- the problem of controls (volunteer
participants, prediction of outcomes), temporal change in training outcomes (relationship of
change to time), dimensions and directions of change, classification schemes for training
outcomes (normative, restrictive, prescriptive), variability in the training experience
(variations in trainer style, group composition), timing of data collection (by mail or in the
laboratory), experimenter-participant relationships in the laboratory setting, and
statistical problems in training research. Document contains 14 references. (aj)

SECONDARY TERMS: T groups, measurement techniques, leadership styles, participant
involvement, interpersonal competence, control groups, time factors (learning), typology,
data collection, research,

AC 000 655 E LABORATORY TRAINING IN HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR.
ED 011 370 Harrison, Roger. * Oshry, Barry. National Education Assn., Washington.
National Training Laboratories. 67 EDRS PRICE MF-\$0.09 HC-\$1.64
4lp.

TERMS: *sensitivity training, *behavior change, *management development, *evaluation,
*laboratory training, training laboratories,

ABSTRACT: A series of studies investigated the effects of laboratory training
in human relations on the organizational behavior of middle managers. Through repeated
factor analysis the Organizational Behavior Descriptor Survey (OBDS) was developed,
on which a manager and his associates could describe his behavior. The OBDS permitted
ratings on Rational-Technical Competence, Verbal Dominance, Consideration, and Emotional
Expressiveness. Studies of 357 managers in 4 populations showed no significant changes
in organizational behavior following training. However, there were positive relationships
between involvement in the laboratory and increases on the Consideration scale. There
were small correlations between behavior in the organization and in the training
laboratory. Determinants of organizational behavior seem to be situational and strong
barriers to the transfer of attitudes from the training laboratory to the organization
may exist. Training may lead to multidimensional and multidirectional changes. The
document includes sample questions, tables of correlations, and 13 references. (aj)

SECONDARY TERMS: organizational change, transfer of training, behavior rating
scales, research, tables (data), interaction process analysis, factor analysis, changing
attitudes, interpersonal competence, evaluation techniques, administrative personnel,
Organizational Behavior Descriptor Survey,

AC 000 525 I SELF-PERCEPTION CHANGES IN A SENSITIVITY TRAINING LABORATORY (Explorations in human relations training and research, 5, 1965). Stephenson, Robert W. * and others. National Education Association. National Training Laboratories. 65 30p.

TERMS: *sensitivity training, *self concept, *T Groups, *attitudes, *interpersonal relationship, training laboratories,

ABSTRACT: Four sensitivity training groups and one control group were studied to discover if any lasting changes in self-perception occurred as a result of participation in a 5-day sensitivity training laboratory. The experimental subjects described themselves with a forced-choice inventory immediately before training, immediately after training, and 6 months after training. The control subjects completed the same Self-Description Inventory at the same time intervals. Predictions that self-perception would change with training and that there would be a tendency for these changes to diminish over a period of time were confirmed. Nevertheless, the training group as a whole did show lasting significant positive changes in self-perceived intelligence and self-assurance as compared with the control group. These changes took place both during training and during the 6-month period following training. Individual changes in a negative direction on the six scales ("suffering") occurred with less frequency among those who received sensitivity training than would be expected on the basis of the control group distributions. (Contains 5 tables and a list of references). (sg)

SECONDARY TERMS: laboratory training, group dynamics, behavior patterns, Self Description Inventory,

AC 001 312 E (SEE AC 001 414 I) A BIBLIOGRAPHY OF RESEARCH (IN EXPLORATIONS, HUMAN RELATIONS TRAINING AND RESEARCH, Nos.1 and 2, 1967, by NTL Institute for Applied Behavioral Science). Durham, Lewis E., * and others.

67 EDRS PRICE MF-\$0.09 HC-\$1.56 39p.

TERMS: *annotated bibliographies, *bibliographies, *behavioral science research, *human relations, *laboratory training, research

ABSTRACT: This bibliography of research in human relations training is presented in two sections. The first part includes an annotated bibliography of research conducted between 1947 and 1960. It was prepared by Lewis E. Durham and Jack R. Gibb and contains 48 citations. The second part, prepared by Eric S. Knowles, includes research since 1960. It includes a bibliography of 76 citations and an annotated bibliography of 52 studies. (pt)

SECONDARY TERMS: approaches, interaction process analysis, group dynamics, interpersonal relationship, T groups, sensitivity training, self concept, personality change, behavior change, group structure, participant characteristics, organizational change, changing attitudes,

AC 001 311 E (SEE AC 001 414 I) PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH ON HUMAN RELATIONS TRAINING (IN EXPLORATIONS, HUMAN RELATIONS TRAINING AND RESEARCH, Nos.1 and 2, 1967, by NTL Institute for Applied Behavioral Science). Harrison, Roger. 67 EDRS PRICE MF-\$0.09 HC-\$0.52
13p.

TERMS: *behavioral science research, *research problems, *research design, *human relations, *laboratory training, research needs,

ABSTRACT: Written to provide investigators or administrators with a review of the problems of planning, conducting, or interpreting studies in human relations training, this paper discusses research problems and ways to overcome them. Problems of selection of control groups, temporal change in training outcome, design restrictions in observation of experimental outcome, timing of data collection, experimenter-participant relationships in laboratory settings, and statistical measurement are reviewed. Among the suggestions for research improvement are--to study the process of training as well as the outcome (for most volunteers differ significantly from non-volunteers, the latter showing a higher degree of resistance and mistrust affecting results), to extend observation of training outcome over a longer period of time (change in behavior can be progressive and significant), and to involve the experimenter more with the participants (to overcome the sterile atmosphere of the test situation which affects participant attitude). (The document includes 14 references) (pt)

SECONDARY TERMS: research opportunities, research approaches, control groups, training laboratories, sensitivity training, T groups, participant satisfaction, interpersonal relationship, measurement goals, time factors (learning), personality development, behavior change,

AC 000 450 E A SENSITIVITY TRAINING IMPACT MODEL, SOME FIRST (AND SECOND) THOUGHTS ON THE EVALUATION OF SENSITIVITY TRAINING (Explorations in human relations training and research, 3). Massarik, Fred. National Education Association. National Training Laboratories. 65 EDRS PRICE MF-\$0.09 HC-\$2.12
ED 011 990 53p.

TERMS: *program effectiveness, *sensitivity training, *models, *research methodology, interpersonal competence, attitudes,

ABSTRACT: Sensitivity training has become a widely used and discussed training method, but there has been little unity in research approach. The purpose of this paper is to develop a comprehensive framework that may order existing sensitivity training research and guide future research efforts, using the sensitivity training impact model (STIM). This model considers 3 sets of human change through time -- pretraining, training, and post-training experience. STIM follows the initial total population, preselecting potential participants, the selection funnel through which some of them move before becoming ready to take part in the program, and the intake process leading to final selection. Both for trainees and trainers, key psychological and social variables to be considered in research are classified in terms of an interpersonal matrix and an intrapersonal matrix. Measurements of both matrixes provide measure of training outcome for individuals and for larger social entities, such as organizational, family, and friendship relationship patterns. A graphic version of STIM and extensive references and footnotes are included. (sm)

SECONDARY TERMS: research needs, behavior change, personal growth, educational experience, self concept, training objectives, evaluation techniques, research tools, group dynamics, selection, interaction, interpersonal relationship, participant characteristics, cultural environment, STIM,

MONOGRAPHS AND REPORTS

- AC 000 198C INDUSTRIAL HUMAN RELATIONS, A SELECTED BIBLIOGRAPHY. (7th rev.ed.).
 Weschler, Irving R. * and others. California. Univ. (Los Angeles)
 Institute of Industrial Relations. California. Univ. (Los Angeles)
 Graduate School of Business Adm. 61 39p. fs.
- TERMS: *human relations, *bibliography, *leadership, *management development,
 *groups,

- AC 000 592 I A STUDY OF THE APPLICATION OF LABORATORY TRAINING METHODS
 TO PROGRAMS AT AIR UNIVERSITY. Boyer, Ronald K. * and
 others. National training Laboratories, Washington.
 U.S. Airforce. Office of Scientific Research, sponsor.
 Jun 66 107p.

TERMS: *laboratory training, *military training, instructors,
 *training methods, *evaluation, demonstration projects,
 sensitivity training, T groups, military officers,
 environmental influences, attitudes, educational problems,
 educational objectives, curriculum planning, participant
 satisfaction, adoption (ideas), participant characteristics,
 statistical data, Air Force, Air University, behavior change,

ABSTRACT: This 1964-65 study sought to explore applications of
 laboratory training to Air University programs to predict problems
 in adapting the laboratory method to such programs, and to determine
 useful modifications that might be made in training designs. A group
 of 25 Air University personnel representing various ranks and schools attended
 an intensive 10-day demonstration laboratory (T-group sessions, theory
 sessions, intergroup exercises, etc.) and were encouraged to give evalua-
 tions on the last day. Contributions of the training were generally
 seen in terms of greater interpersonal competence. Major sources of
 perceived difficulty in application were scarcity of resources and change-
 resisting attitudes in others (undoubtedly reinforced by strong military
 norms on rank, formal structure, and handling of emotions). (author/ly)

AC 000 440 C BUILDING AN INTEGRATED ONE-WEEK LABORATORY (Subscription Service, 5).
Harrison, Roger * Oshry, Barry. NEA, Washington. National Training
Laboratories. 64 19p.

TERMS: *program planning, *T groups, *time factors (learning), *training
laboratories,

ABSTRACT: A design for a training laboratory that provides intergroup experiences
as well as T-Group training within a 1 week period. (aj)

AC 000 144 E LEADERSHIP TRAINING PROGRAM FOR SELECTED AFRICAN HEALTH SPECIALISTS,
ED 012 403 Washington, D.C., Sep 12-24, 1965 (NTL. Applications of human relations
laboratory training, 3). Mial, H. Curtis. National Education Association.
National Training Laboratories. MAY 66 EDRS PRICE MF-\$0.09 HC-\$0.88
22p.

TERMS: *leadership training, *paramedical occupations, *training laboratories,
*program evaluation, training objectives,

ABSTRACT: The Agency for International Development has been training African
health specialists in the United States but leadership training has been given little
attention. Such training should help him overcome differences between modern technology
and traditional customs, define organizational role, resolve status differences,
and get cooperative effort from organization members. A ten-day residential program
was set up at the University of Maryland for 16 health specialists from Ethiopia,
Sudan, Liberia, Sierra Leone, and the Congo. This preliminary report focuses on staff
and participant evaluation of the program. Outcomes of the training were examined
through participants' evaluation of the administration of the program (such as selection
of participants, orientation, timing, and laboratory design), through problem analysis
material (T group problems and back-home problems) from a group studying force field
analysis, the four training staff members' subjective opinions on the changes taking
place in the T groups, and a one-day recorded staff evaluation session. It is recommended
that follow-up and support of participants be included after laboratory training.
Further evaluation will result from data obtained after participants have been at
home for some months. (eb)

SECONDARY TERMS: specialists, changing attitudes, developing nations, health services,
program descriptions, behavior change, force field analysis, student evaluation,
teacher evaluation, T groups, Africa, Maryland University, Agency for International
Development,

AC 000 321 C THE SOCIAL PSYCHOLOGY OF ORGANIZATION. Katz, Daniel * Kahn, Robert L.
66 49p. publ. by Wiley, N.Y.

TERMS: *organizational change, *human relations, *decision making, *leadership,
*behavior theories, social psychology,

ABSTRACT: In an attempt to extend the description and explanation of organizational processes in this book an open system point of view is directed to the study of large-scale organizations.

AC 000 505 E URBAN DECISION MAKING, THE FINDINGS OF A CONFERENCE (Chicago, Nov
ED 011 626 5-12, 1965) (NTL applications of human relations laboratory training,
1). Franklin, Richard * Franklin, Paula. NEA, Washington. National
Training Laboratories. 67 EDRS PRICE MF-\$0.18 HC-\$3.88
97p.

TERMS: *urban areas, *decision making, *community change, *leadership training,
*training techniques, social change, citizen

ABSTRACT: This National Training Laboratories (NTL) conference, departing somewhat from its usual experience-based learning programs, focused laboratory training methods on the decision making process in urban community problem solving. The conference presented theory, information, and opinion on the nature of cities and their decision making processes. Groups of participants studied the rational-technical-social process framework of decision making and force field analysis, a concept of forces for change versus restraining forces. Participants dealt with two approaches to social change -- the conflict-oppositional strategy and the collaboration-integrative strategy. One group examined ways of enlisting maximum feasible participation of the poor in urban decision making, especially in the war on poverty. Findings were consolidated and recommendations made on more effective approaches to urban change. Participants planned how they would influence change in their own communities. A final evaluation of the conference was made by participants. Document includes 9 references, case studies of several cities, discussion transcripts and other records, and appendixes. (1y)

SECONDARY TERMS: participation, training laboratories, research methodology, economically disadvantaged, power structure, community action, urban extension, community leaders, problem solving, evaluation techniques, case studies (education), tables (data), force field analysis,

AC 000 1081 LEADERSHIP AND THE POWER OF IDEAS (Harper & Row, N.Y.). Tarcher, Martin.
66 203p.

TERMS: *program evaluation, *leadership training, *social change, *university extension, *community leaders, scientific

ABSTRACT: This is a critique of university extension programs for leadership training. The traditional programs (group dynamics, liberal and economic education) are discussed and contrasted with the author's own program conducted at the Univ. of Calif., Berkeley, for administrative personnel of the Calif. State Dept. of Employment, the "Corwell Project." Participants in a laboratory situation used the scientific method in attacking problems, in this case the reorganization of the Corwell office of the Dept. of Employment. The application of the principle of instrumentalism or pragmatism to other leadership groups is described -- the development of understanding of man, nature, and society, knowledge of trends and developments of the times, and acquisition of scientific habits of thought and action, all focused on an area of community need. How this reconstruction of education can enable leaders to accept the responsibilities of the age of cybernation and hypotheses for leadership are considered. (aj)

SECONDARY TERMS: methodology, general education, cybernetics, liberal education, economics education, group dynamics, research, Univ. of Calif., Corwell Project,

AC 000 142 E FIRST LEADERSHIP TEAMWORK DEVELOPMENT LABORATORY FOR WASHINGTON, D.C.,
ED 011 622 Oct 28-30, 1965 (NTL Applications of human relations laboratory training,
1). Mial, H. Curtis. NEA, Washington. National Training Laboratories.
United Planning Organization of Washington, C.D., sponsor. JAN 66
EDRS PRICE MF-\$0.09 HC-\$0.72 18p.

TERMS: *leadership training, *community leaders, *urban areas, *problem solving,
*laboratory training, interagency cooperation,

ABSTRACT: A 3-day residential program of laboratory training focused on individual sensitivity, small group dynamics, and diagnostic problem solving. The program was planned to facilitate better interagency teamwork in dealing with the urban problems of Washington, D.C., which are complicated by the prospect of home rule with inadequate leadership preparation. The response of 60 community leaders to the program proposal indicated a strongly felt need for this training. Eighteen leaders participated. Lectures, T-groups, observation, and feedback on each group by the other, exercises in specific skills, and force field analysis comprised the program. Participant evaluation showed general satisfaction. Awareness of the importance of openness and trust was seen as the most effectively accomplished objective. Further projects are suggested. Participants and their organizations are listed. (ja)

SECONDARY TERMS: T groups, program descriptions, program evaluation, force field analysis, Washington,

AC 000 146E ANNUAL LABORATORIES IN COMMUNITY LEADERSHIP TRAINING. (Includes a
ED 011 101 problem analysis workbook). NEA, Washington. National Training Laboratories.

66 EDRS PRICE MF-\$0.09 HC-\$2.00 50p. illus.

TERMS: *community change, *leadership training, *training laboratories, *change agents, *resource materials, role theory, social

ABSTRACT: These readings on community leadership training apply elements of laboratory training to needs and role demands of community change agents. The community is seen as a social system characterized by distinct patterns of behavior and interaction, and subject to accelerating social, economic, political, and technological change. The author discusses principles of power and its use, problems and methods of role definition, the dynamics of community change analysis, and methods and techniques useful in community action research and evaluation. The problem analysis workbook furnished guidelines for (1)clarifying goals, norms and standards, relevant roles of change agents, and patterns of power and influence-- (2)organizing for action-- (3)conducting continuing and final evaluation. Document includes charts, footnotes, and chapter references. (1y)

SECONDARY TERMS: structure, problem solving, evaluation techniques, workbooks, manuals, National Training Labs.,

AC 000 148 E DYNAMICS OF PARTICIPATIVE GROUPS. Gibb, Jack R. * and others. National
Education Association. National Training Laboratories. 66 EDRS
PRICE MF-\$0.18 HC-\$3.56 89p.

TERMS: *group dynamics, *discussion groups, *training techniques, *participation, interpersonal relationships, decision making,

ABSTRACT: Through university laboratory experiments, field observations in industrial, community, and educational settings, and experiences in classes in group dynamics, the participative action method of group training for more effective problem solving and decision making was developed. It is based on 8 principles -- physical regrouping, reduction of interpersonal tensions, informality of procedure, freedom of choice, distributive leadership, explicit goal formation, skill training, and continual evaluation. This handbook, a series of study guides and training procedures, can be used as a manual for college classes in group dynamics and human relations training, as a reference book for staffs and committees, and as a source book and discussion guide for seminars and study groups. Methods of group action, the role of the group member and trainer, suggestions for workshops and conferences, applications to educational, industrial, religious, military, and adult education programs, and a selected, classified list of 102 references are included. (aj)

SECONDARY TERMS: study guides, human relations, manuals, leadership styles, evaluation, interaction process analysis, training, sensitivity training, group discussion,

AC 000 451 I THE USE OF FOCUSED FEEDBACK VIA VIDEOTAPE IN SMALL GROUPS (NTL Explorations in human relations training and research, 1). Stoller, Frederick H. National Education Association. National Training Laboratories, 66 17p.

TERMS: *feedback, *video tape recorders, *group dynamics, *T groups, *self confrontation, sensitivity training, laboratory training,

ABSTRACT: A major technical problem in psychotherapy and counseling is to provide a client with an objective view of his behavior, goals, and attitudes, and of how these mesh together. The opportunity to see one's self as seen by others can be provided by videotape, a tool with several advantages -- it involves the audiovisual channels of information, playback can be immediate or delayed, selectivity, repetition, and stopped action are easy, and tapes can be stored and used again. A spontaneous, natural group session can be conducted before television cameras if the director is attuned to what is significant in the group interaction at the moment, acquainted with television equipment and programming, and knows group processes. Focused feedback, a method of using videotape for enhancing small group confrontation, is based on the assumption that the style of communication presented to the world is significant. By focusing on how one communicates, rather than what one communicates, videotape feedback has the potential for strengthening some of the most important phases of an encounter group. (National Training Laboratories, National Education Assoc., 1201 Sixteenth St., N.W., Washington, D.C. 20036, \$1.50) (aj)

SECONDARY TERMS: psychotherapy, group counseling, communication skills,

AC 001 037 C BASIC HUMAN RELATIONS, COURSE SUMMARY, SUPERVISOR DEVELOPMENT PROGRAMME. Canada. Dept of Labour. Technical-Vocational Training Branch. 14p.

TERMS: *attitudes, *behavior patterns, *group dynamics, *human reactions, *social psychology, manpower development, supervisory methods, Canada,

AC 000 137 C EXPLORATIONS AND ISSUES IN LABORATORY EDUCATION (Explorations in human relations training and research, 3). Argyris, Chris. National Education Association. National Training Laboratories. 66 46p. Bibliog., pp.40-43.

TERMS: *group dynamics, *interpersonal relationship, *laboratory training, *T groups,

AC 000 147 E
ED 011 989

READING BOOK, 20TH ANNUAL SUMMER LABORATORIES IN HUMAN RELATIONS TRAINING.
National Education Association. National Training Laboratories.

66 EDRS PRICE MF-\$0.18 HC-\$4.88 122p.

TERMS:

*personal growth, *laboratory training, *behavior change, *organizational change, *interpersonal competence, T groups,

ABSTRACT:

These papers represent notes for theory sessions presented at various training laboratories and are intended as helpful tools in supplementing theory sessions and understanding various laboratory experiences. The ideas and concepts have proved useful in National Training Laboratories over the years. Conditions for laboratory learning are set forth. The T group, which employs inquiry, exploration, and experimentation into its own activities to improve understanding of individual and group behavior, is analyzed in terms of basic psychological needs and interpersonal processes. Emotional problems in organizations and groups are examined, together with leadership and the management of conflict, interpersonal communication, defense mechanisms and personal growth, useful criteria for evaluating group growth, relationships and interaction between client and consultant, processes of social interaction and change, and stages in planning organizational change. Skills are indicated for stimulating change in performance, attitudes, and understandings of an individual, group, organization, or community. Document notes purposes and personnel of the "Journal of Applied Behavioral Science," lists National Training Board members (May 1966), and provides reading lists. (1y)

SECONDARY TERMS:

sensitivity training, interpersonal relationship, interaction, feedback, leadership styles, reading materials, conflict, psychological needs, change agents, group behavior, self actualization, NTL,

AC 000 666 I

CONFLICT AND HUMAN RELATIONS TRAINING. Hacon, R.J. 65 118p.

TERMS:

*communication skills, *sensitivity training, *conflict, *interpersonal relationship, *training techniques, industry,

ABSTRACT:

Managers in industry and commerce often disagree with trainers about aims, methods, objectives, and potentialities of sensitivity training. The need for training results from problems which are the effects of an organization and its practices facilitating or hindering individual performance. Managers may or may not want to understand why and how conflicts arise between individuals and groups of individuals in an organization. When they do, the problem is to decide what they can do about it. Effective training depends on, (a) the training staff having the ability to analyze difficulties (personality differences, role incompatibility, lack of technical know-how, or questions of organization structure), and to produce relevant training programs, and (b) top management supporting these efforts. (6 diagrams, 3 tables, and 3 case histories). (Pergamon Press, Oxford) (sg)

SECONDARY TERMS:

group dynamics, management development, interaction, T groups, professional training, human relations, role conflict,

JOURNAL ARTICLES

AC 000 546JI HUMAN RELATIONS TRAINING, A CRITICAL EVALUATION OF ON-THE-JOB EFFECTS (IN Training and development journal, 20(8), Sep 66, pp.18-27). Miraglia, Joseph F. SEP 66 10p. Bibliog, pp.25-27

TERMS: *human relations, *supervisory training, *evaluation, *transfer of training, role playing, attitude change, sensitivity training,

ABSTRACT: The author reviewed 2 case study evaluations of effects of human relations training on trainees back on the job, 3 quasi-experimental evaluations (no control group), 6 experimental studies of course impact (with control group), in 5 of which role playing was used, 2 experimental studies of on-the-job behavior and other course effects, 2 studies involving opinion appraisal skills (sensitivity), a study of reasons why human relations training fails to be applied, 3 studies on improving leadership climate, and his own doctoral thesis on a program of interpersonal competence training for nursing supervisors. All but 2 of these studies noted significant improvement in attitudes and human relations skill. However, existing studies were generally found inadequate. Inadequacies were attributed to (1) lack of valid and reliable means of measurement, (2) unwillingness of organizations to experiment in sensitive human relations areas, (3) inherent difficulties of investigating and experimentally controlling dynamic interaction within organizations, and (4) the difficulty of evaluating training outcomes in ever-changing organizational settings. Document includes 32 references. (1y)

SECONDARY TERMS: testing, interaction, research reviews, evaluation techniques, leadership training, adult learning, behavior change, interpersonal competence,

AC 001 030 C STAFF TRAINING IN THE PENAL SYSTEM, THE USE OF SMALL GROUPS (IN Human relations, 19(2)/151-64, 1966). Miller, Derek H. 14p.

TERMS: *delinquents, *counselor training, *emotionally disturbed children,, T groups, penal institutions,

ABSTRACT: Group training using outside change agents was found to be a successful means of improving staff training in penal institutions for young people in Great Britain. (aj)

AC 000 835 C AN APPROACH TO LEADERSHIP TRAINING, A SUGGESTED PROGRAM IN BUSINESS AND MILITARY CONTEXT (IN Training and development journal, 21(6)/26-38, Jun 1967). Reid, A. M. Jun 67 13p.

TERMS: *leadership qualities, *leadership training,

AC 000 913 C EMERGING CRITERIA FOR ORGANIZATION DEVELOPMENT (IN Personnel administration, /16-11, May-Jun 66). Lippitt, Gordon L. 8p.

TERMS: *educational trends, *evaluation, *management development,

AC 000 441 I T-GROUPS FOR ORGANIZATIONAL EFFECTIVENESS. (IN Harvard business review, 42(2)/60-74, Mar-Apr, 1964). Argyris, Chris. MAR 64 15p.

TERMS: *T groups, *interpersonal relationship, *laboratory training, *management development, feedback, organizational change,

ABSTRACT: A process of re-education -- unfreezing old values, relearning new values, and refreezing the new values -- as offered by laboratory education (especially T Groups), can expose and modify certain values, ingrained in the pyramidal structure of the business enterprise, held by typical executives. There are a number of misconceptions and misunderstandings about this new and controversial laboratory education. However, there are certain conclusions which can fairly be drawn -- (1) laboratory education is a very promising educational process, (2) it is not a panacea, nor is it a process that can help every organization, (3) not all laboratory programs are alike, (4) openness, trust, commitment, and risk-taking grow only where the climate is supportive, (5) laboratory programs have the greatest probable payoff and also the greatest risk, and (6) it is difficult to describe this type of education to a person who is a stranger to it. (sg)

SECONDARY TERMS: behavior change, changing attitudes,

AC 000 153E THE REDUCTION OF PREJUDICE THROUGH LABORATORY TRAINING (IN Journal
ED 011 102 of applied behavioral science, 3(1)/29-50, 1967). Rubin, Irwin. MAR
67 EDRS PRICE MF-\$0.09 HC-\$0.96 24p. tables. Bibliog.

TERMS: *racial attitudes, *self concept, *sensitivity training, *T GROUPS,
*training laboratories, moral values, group dynamics,

ABSTRACT: An experiment tested the hypothesis that increases in self-acceptance resulting from sensitivity training have the theoretically predictable but indirect effect of reducing race prejudice. There were 50 volunteers, aged from 23 to 59, 8 of whom were Negroes. Most had at least a B.S. degree. They lived together for 2 weeks meeting in 5 T Groups, each including at least 1 Negro. The personality variable investigated was psychological anomaly, a feeling of moral emptiness. The total group was randomly split in 2. The smaller group was tested via mail questionnaires 2 weeks before arrival. The entire group was tested upon arrival and again at the end of the laboratory. Each T Group trainer rated each participant on the questions-- (1) To what extent did the person explicitly discuss race relations and (2) What was the nature of the individual's focus during the T Group. In addition to group discussions, a Sentence Completion Test, Mann-Whitney U-Test, and human-heartedness scores were used. The results of this study suggest that sensitivity training may be a powerful technique in the reduction of race prejudice, however a certain amount of education seems to be a prerequisite to learning by this method. There are suggestions for further study and list of references. (aj)

SECONDARY TERMS: personality, research, Negroes,

AC 000 671 C LEADERS FOR LABORATORY TRAINING, SELECTED GUIDELINES FOR GROUP
TRAINERS UTILIZING THE LABORATORY METHOD (IN Training and development
journal, 21(3)/2-13, Mar 1967). Lippitt, Gordon L. * This, Leslie E.
67 12p. (Abstract filed)

TERMS: *leadership qualities, *leadership styles, *sensitivity training,
*training laboratories,

AC 000 62LJI COGNITIVE CHANGE AND PARTICIPATION IN A SENSITIVITY-TRAINING LABORATORY (IN Journal of consulting psychology, 30(6), 1966, pp.517-520). Harrison, Roger. 66 4p.

TERMS: *sensitivity training, *perception, *interpersonal relationship, *changing attitudes, research, time factors(learning), tables(data),

ABSTRACT: Changes in concept preference in interpersonal perception were measured following laboratory sensitivity training. Subjects were 115 participants in a training laboratory. They described co-workers before and after the training, using a modified form of Kelly's Role Repertory Test. Significant changes were found toward use of more inferential expressive concepts, compared to concrete-instrumental ones. Changes were slight 3 weeks after training, increasing to significance after 3 months. Significant positive correlations were found between concept change and rating of active involvement in the training. The progressive change, plus the correlation between change and involvement, are interpreted as providing evidence that sensitivity training can affect the abstractness and complexity of concepts in interpersonal perception. (author/ja)

SECONDARY TERMS: participation, laboratory method, concept formation, Kelly's Role Repertory Test,

AC 000 644 I THE EFFECTS OF A T-GROUP LABORATORY ON INTERPERSONAL BEHAVIOR (In Journal of applied behavioral science, 2(3), Jul-Sep 66, pp. 265-286). Schutz, William * Allen, Vernon L. SEP 66 22p.

TERMS: *T groups, *evaluation, *interpersonal relationship, *behavior change, *participant characteristics,

ABSTRACT: The purpose of this study is to analyze the T group method and to see effects of the process and the resulting implications. Participants in the 2-week 1959 Western Training Laboratory (WTL) were 47 males and 24 females aged 20-63 from various occupational, educational and economic backgrounds. Besides meeting in 2 T groups daily, one of which was of random composition and the other homogeneous, regarding interpersonal needs, participants had the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) questionnaire before and after the laboratory and 6 months later. Also the FIRO-B was given to a control group of 30 students at the Univ. of Calif., Berkeley before and after a two weeks period and 3 months later. Questionnaire responses from both groups received intensive content analysis based on the method of dichotomous decisions, and showed much greater change in WTL participants than in the control group. The response came from 96 percent of 68 persons completing training, reporting that many cases of significant personal growth were achieved and there was no psychological harm. The majority of the changes persisted, or grew. There are tables and references. (sm)

SECONDARY TERMS: training laboratories, questionnaires, interaction, research, self evaluation, males, females, behavior rating scales, FIRO-B, Western Training Lab, Univ. of Calif. (LA),

ERIC CLEARINGHOUSE ON ADULT EDUCATION

P U B L I C A T I O N S

BASIC INFORMATION SOURCES

Adult Education Research

Evening College Education, 1967

CURRENT INFORMATION SOURCES

Adult Basic Education, #1

Community Education for Adults, #1

Continuing Education in the Professions, #1

Higher Adult Education, #1

Human Relations -- Training and Research, #1

Management Development, #1

Methods and Techniques in Adult Training, #1

Public School Adult Education, #1

Television and Radio in Adult Education, #1

Training of Adult Education Personnel, #1

OTHER

Adult Education Periodical Holdings

ERIC Clearinghouse on Adult Education

